



ACIP

Foley High School

Baldwin County Board of Education

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Foley, AL 36535

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The City of Foley, Alabama is located in Baldwin County, one of Alabama's fastest growing counties. The city itself is an unusual blend of urban, suburban, and rural cultures. The city has several industrial facilities but is mostly comprised of retail, service, and tourism enterprises. The outlying areas contain many small farms and agricultural concerns. Geographically, the City of Foley is only about 10 miles away from Gulf Shores and thus shares many benefits from the area's growing tourism industry by providing hotels, restaurants, and a variety of retail shops. A new sports complex is designed to draw various competitive sports (soccer being the most prominent) and the Creek Poarch Indian tribe has recently opened the Owa Amusement and Entertainment complex.

Currently, Foley High School has enrollment of approximately 1800 students. Foley High School is the largest school in Baldwin County and has over 130 faculty members. While white students make up about 63% of the student population, African American population is approximately 15 percent of our enrollment. Our Latino population is steadily rising and currently makes up 15 percent of enrollment while mixed race students comprise some 6 percent of our enrollment. Currently, students eligible for free or reduced lunches make up approximately 56 percent of the student population.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Mission of Foley High School and all of its stakeholders is to provide a quality education in a supportive environment that promotes learning and encourages students to develop their full potential as responsible, successful citizens of their community.

The vision of Foley High is to ensure all students graduate from Foley High School prepared for post-secondary education or to successfully enter the work force.

Currently, Foley High School has an Advanced Placement Academy in place, a growing RTI (response to intervention) designed to give additional support to at-risk students, and a thriving Career and Technical Education Department that includes such strands as Hospitality and Tourism, Engineering, Hospital Health Occupations, Agriculture, Two-Stroke Engines, Veterinarian Science, and more.

At Foley High School, engaging students by providing meaningful instruction to successful college and career ready qualifications is our ultimate goal. As the state has adopted ACT and Scantron products for standardized assessments, a consistency is developing with our faculty. Each teacher knows where to go for direction in meeting state College and Career Ready Standards due to the data available through the ACT and Work Keys assessment. The Scantron/Global Scholar formative and benchmark assessments help create individual learning paths for students and a clear course for continual improvement.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

For the past three years, Foley High School has worked hard to develop its Advanced Placement Academy. In 2013, the school obtained a grant from the state-sponsored A+ College Ready organization. This grant has allowed the school to significantly expand its Advanced Placement course offerings and currently offers Advanced Placement courses in the subjects of Studio Art, English Language, English Literature, Human Geography, United States Government, United States History, Calculus, Computer Science Principles, Statistics, Biology, Chemistry, and Physics. In 2013, 70 AP exams were administered at the school, with 27 proficient scores. By the spring of 2017, 786 AP Exams were administered at the school, with 141 proficient scores.

The school continues to develop its Career and Technical Education Department and its course offerings. The department currently offers courses in Fish and Wildlife Management, Metal Fabrication, Construction Framing, Animal and Veterinarian Science, Hospital Health Occupations, Two and Four Stroke, Horticulture, Tourism and Hospitality, and more. The school has an outstanding ROTC program, and a thriving Fine Arts Department.

Foley High School's variety of course offerings is consistently mentioned by both parents and students in AdvancED surveys as one of the school's most significant achievements.

The school's most significant goal, set by our principal Mr. Russ Moore, is to achieve 100 percent graduation with our cohort groups. In 2016, the official graduation rate for Foley High School was 78 percent. This past year, the graduation rate rose to 82 percent. This is an area we are always striving to improve. In addition, our school is actively working to improve student competency as measured on the ACT, Work Keys, and Scantron Performance Series assessments.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

As the school continues to implement the College and Career Ready Standards, as well as working to increase the course offerings in Career and Technical Education, Foley High School has placed new emphasis on students taking the multiple-aptitude ASVAB battery for an in-depth examination of the students' abilities and interest inventories. The school also use the Kuder career planning system to help students combine education planning, career exploration, and workforce readiness goals.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Student stakeholders - The administrators, led by Mr. Moore, head principal, have created a Student Advisory Council made up of a diverse group of students from each grade level. Mr. Moore, or his designee, meet monthly the Student Advisory Council. These student leaders give input about what the school is doing well, and in addition, give suggestions for improvements to the school. In the past, some of the suggestions have been beautification projects, the creation of a senior lunch outdoors, a privilege that also helps alleviate of a logistical problem of the over-crowded lunch room.

Business community stakeholders - As the school has moved to create and grow vibrant Career and Technical Education course strands, one of the assistant principals has been assigned to meet with regional and local businesses and post-secondary training/education organizations to build relationships, fine-tune our course offerings, and develop an environment of mutual support. One suggestion from businesses is to maintain high expectations for literacy. The use of the Work Keys assessment is an indicator for career readiness they can begin to support with their hiring practices.

Parent and guardian stakeholders - In September, one of the assistant principals has taken the responsibility for drawing a large group of parent and guardian stakeholders to the school. Attendance at these meetings has reached record levels over the last several years. The parents are drawn in through their children. The extra-curricular groups set up tables designed to attract new members, and the band performs. It has become an event. After the PTSO meeting, parents go to each of their students' classes to meeting teachers.

Post-secondary training and education stakeholders - The Guidance Department and the Career and Technical Education Department have frequent contact with training schools, colleges, and businesses to determine the need for specific careers in the current work place, available scholarships, and entry requirements of students with all academic and career aspirations.

Faculty and staff stakeholders - Monthly Professional Learning Communities within departments are scheduled on the school calendar, monthly Leadership Team meetings consisting of department heads are scheduled, in addition to monthly faculty meetings for the entire faculty for professional development and leadership purposes. At these meetings school data and action plans are discussed and planned.

Feeder pattern school stakeholders - At least once a year, teachers from feeder pattern middle schools have met with the math department to discuss school wide data and ways to implement better support of students. From these meetings have grown a systematic assessment of students through Scantron/Global Scholar, and formulation of individual learning paths in Compass.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Each of the groups mentioned in the Improvement Planning Process has contributed their insights into supporting the school-wide effort to improve student learning for such assessments as Aspire, ACT and Work Keys, but also for the graduation rate, attendance, and behavior. Emphasis on the 'soft skills' necessary for successful entry into college and/or career have grown out of these efforts. The responsibilities of all the groups mentioned are three-fold:

- Give impressions and insight for the school vision
- Make a specific plan for future student achievement
- Monitor the plan for success

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final plan will be posted on the school web site. A copy is available in the library. As this is a 'living' document, it will be updated regularly to assess progress toward established goals.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The attached document is the Foley High Seven Year Data Trends compilation of demographic information, average daily student attendance by grade, number of discipline referrals, four year cohort tracking formula graduation rates, average 11th grade ACT score by subject, number and percent of ACT-tested juniors meeting college readiness benchmarks by subject, average 12th grade ACT score by subject, number and percent of ACT-tested seniors meeting college readiness benchmarks, and number of Advanced Placement Exams by score.	FLYH DataTrends

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

As the data sources have been evolving, for instance, moving from the Alabama High School Graduation Exam to the ACT for juniors, there are no clear indicators for areas above the expected levels of performance. The Foley High 2016-2017 ACT composite is 17.4 compared with the state composite of 18.4. It should be noted that both the school's and the state's ACT score composite declined modestly in 2016-2017 (compared to the 2015-2016 results).

Describe the area(s) that show a positive trend in performance.

Based on the 2016 and 2017 ACT testing of juniors, the English scores have increased .1, from 16.3 to 16.4. While the state's mathematics scores fell modestly, Foley High School's mathematics score held firm at 17.3.

Which area(s) indicate the overall highest performance?

Of the ACT results, the highest performance was found in in reading with an average score of 18.1 (22 benchmark score), science with a 17.4 average score (23 benchmark score), and math with an average score of 17.3 (22 benchmark score).

Which subgroup(s) show a trend toward increasing performance?

Going back to the data gathered in the AHSGE, and looking at the science ACT scores, math is holding steady. English scores also improved marginally.

Between which subgroups is the achievement gap closing?

While the school's composite ACT average score move from 17.5 in 2015 to 17.6 in 2016 to 17.4 in 2017. The African American student average rose from 14.6 in 2015 to 15.6 in 2016 but fell to 14.4 in 2017. The Hispanic/Latino scores saw a similar increase followed by an decrease, from 14.8 in 2015 to 15.7 in 2016 to 15.2 in 2017. It should be noted the state's scores fell with these demographic groups as well.

Which of the above reported findings are consistent with findings from other data sources?

Comparing the sophomore ASPIRE scores with the junior ACT scores for the same students, the findings seem consistent.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

None of the areas of ACT achievement are where administrators and teachers want the levels of performance to be. Our goal is to work strategically to bring those students closest to benchmark scores up to the mark. This will entail a modest three to four point boost for students on each ACT test. While English scores rose modestly by .1 and mathematics held steady in 2017, both reading and science scores fell in 2017.

Describe the area(s) that show a negative trend in performance.

The school's average ACT score in the area of science fell in 2017, after rising steadily the past three years. The school average in 2016 was 18.2; in 2017 it fell to 17.4. Meanwhile, during this same time period, the state average in science experienced a similar drop.

Which area(s) indicate the overall lowest performance?

For the ACT College Readiness Benchmark, both African Americana and Hispanic students showed poor performance on all four tests. Three percent of Latino students were prepared while no African American students were prepared.

Which subgroup(s) show a trend toward decreasing performance?

As mentioned previously, African Americans and Hispanic students are of most pressing concern overall.

Between which subgroups is the achievement gap becoming greater?

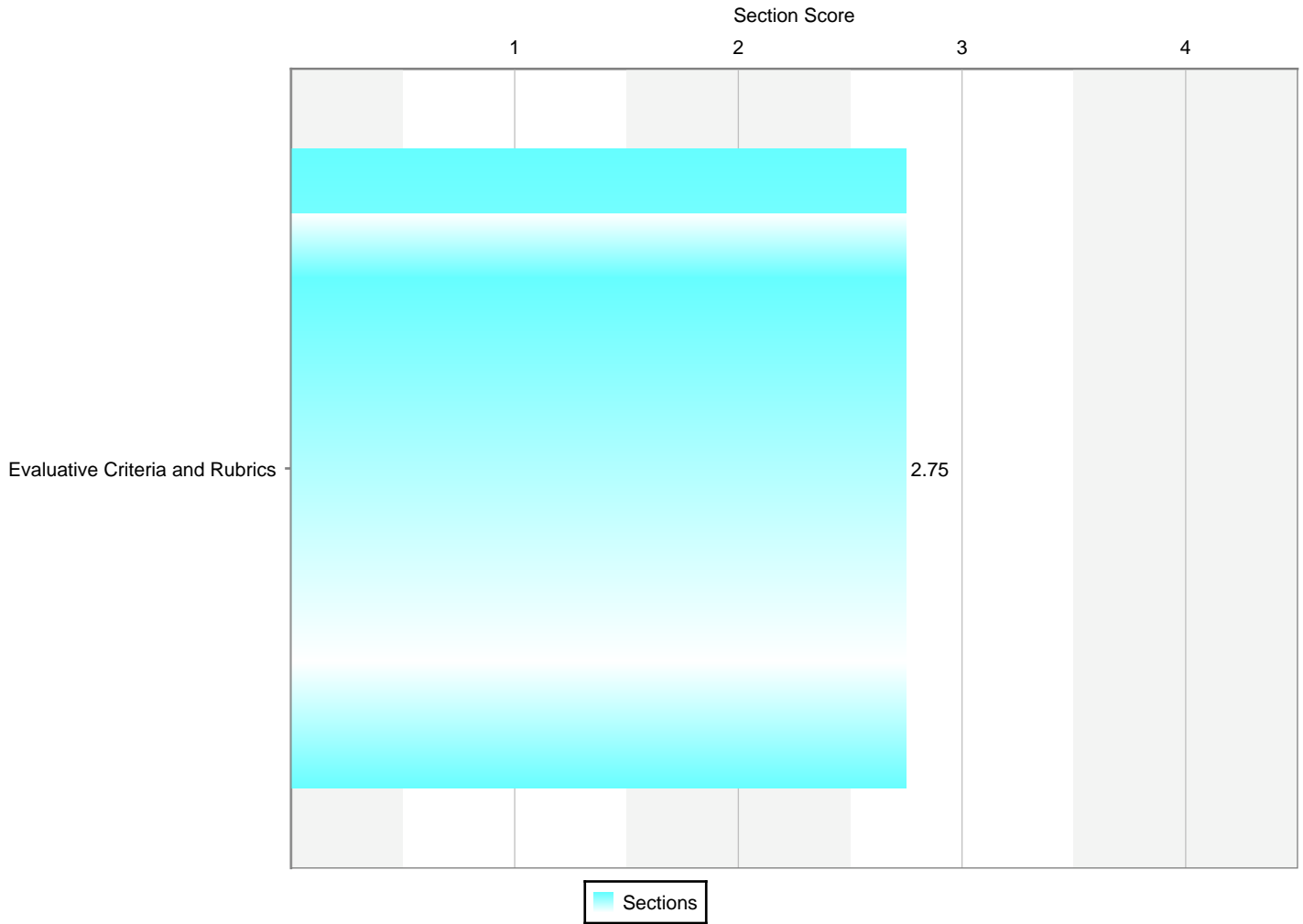
The white subgroup seems to be slowly gaining ground, up 2 percentage points between 2014 and 2016, from 10 percent college ready to 12 percent college ready. However, this score dropped in 2017 to 9 percent being college ready.

Which of the above reported findings are consistent with findings from other data sources?

The data based on ACT products such as APRIRE and ACT are holding consistent with overall trends in the school and in comparison with the same students from year-to-year.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The Foley High School Leadership Team consists of all of the administrators, several of the counselors, the academic department chairs, the non-core department chairs, the RTI facilitator, the career and technical education department chair, the school's athletic and assistant athletic directors, the special education department chairs, the school curriculum leader, and the school feeder pattern's curriculum leader. The Leadership Team helps guide the ACIP through regular Leadership Team meetings, PLC meetings, and general faculty meetings.	ACIPLeadershipTeam

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Board Policy	BaldwinCountyBoardPolicy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Russ Moore, Principal 1 Pride Place, Foley, AL 36535 (251)- 943-2221	MooreComplianceLetter

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		FLYHParentalInvolvement

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Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	The school does not have a School-Parent compact because Foley High School is nor a Title I school.	

ACIP Plan for 2017-2018

Overview

Plan Name

ACIP Plan for 2017-2018

Plan Description

These are the goals, objectives, strategies and activities for the 2017-2018 ACIP Plan.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2017-2018 Goal #1: To Increase the number of 9th and 10th grade students who are proficient in math from 52% to 55% during the 2017-2018 school year.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$0
2	2017-2018 Goal #2: To increase the number of 9th and 10th grade students who are proficient in reading from 49% to 52% during the 2017-2018 school year.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$0
3	2017-2018 Goal #3 : 70% of 12th grade students will earn a CCR benchmark upon graduation.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0

Goal 1: 2017-2018 Goal #1: To Increase the number of 9th and 10th grade students who are proficient in math from 52% to 55% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency by meeting the benchmark score in Mathematics by 05/25/2018 as measured by Scantron Performance Series-performance band reports.

Strategy 1:

Formative Assessment - Formative Assessment-Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Interim Assessment Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use interim assessment results to set goals for growth and routinely check their progress.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will be responsible for teaching students about how to use interim assessment results.

Activity - Daily Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative assessments daily (bell ringers, exit slips, digital tools, quizzes, etc.).	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will be responsible for using formative assessments daily.

Activity - Formative Assessments Aligned to Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Formative assessments will reflect the classroom's learning targets.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will be responsible for making sure formative assessments align with the classroom's learning targets.
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Strategy 2:

Depth of Knowledge - Levels II, III, and IV of Webb's Depth of Knowledge will be represented in lessons and lesson plans on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Various Levels of Depth of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets will reflect the various levels of depth of knowledge.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will choose learning targets that reflect various levels of depth of knowledge.

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project-based learning will be utilized in classrooms to represent upper levels of depth of knowledge.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will involved students in project-based learning.

Activity - ACT Exemplars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT Exemplars at level 2 and 3 will be used in all core classes.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All core teachers will use Level 2 and 3 ACT Exemplars in their classes.

Strategy 3:

Differentiation - Teachers will provide differentiated instruction and plan purposeful lesson which are differentiated and plan purposeful lessons which are differentiated

by content, process, or product. These lessons will be planned thoughtfully around the needs of all students, especially for the students in subgroups.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Formative Assessments used for Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessment activities will be used on a daily basis in order to determine differentiation needs of the students.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will use formative assessments for differentiation purposes.

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentionally purposeful flexible grouping will be utilized on a regular basis based on shared interests, topic, or ability.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will use purposeful flexible grouping in their classrooms.

Activity - Product Options	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given product options for assignments.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will offer students product options to demonstrate learning.

Strategy 4:

Learning Targets - All teachers will work at implementing learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Learning targets will be visible in all classrooms so that students are aware of what is expected of them. The term "learning targets" will become a common and familiar term with teachers and students.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers are responsible for learning targets.
Activity - Connected Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Targets are connected to an exit slip or end of class activity.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers are responsible for learning targets.
Activity - Student-Friendly Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Targets are written in student-friendly language.	Direct Instruction	09/27/2017	05/25/2018	\$0	No Funding Required	All teachers are responsible for writing learning targets in a student-friendly manner.

Goal 2: 2017-2018 Goal #2: To increase the number of 9th and 10th grade students who are proficient in reading from 49% to 52% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency meeting the benchmark score in Reading by 05/25/2018 as measured by Scantron Performance Series-performance band reports..

Strategy 1:

Formative Assessments - Various types of formative assessments will be used regularly and purposefully on order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Interim Assessment Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will use interim assessment results to set goals for growth and routinely check their own progress.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will help students develop interim assessments to set goals for their own growth and check their own progress.
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Activity - Daily Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use a variety of formative assessments (bell ringers, quizzes, digital tools, exit slips, etc.) on a daily basis.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will be responsible for using a variety of formative assessments.

Activity - Formative Assessments Aligned to Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments will reflect the classroom's learning targets.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will align formative assessments with learning targets.

Strategy 2:

Depth of Knowledge - Levels II, III, and IV of Webb's Depth of Knowledge will be represented in lessons and lesson plans on a weekly basis

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Various Levels of Depth of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Learning targets will reflect the various levels of depth of knowledge.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers are responsible for developing learning targets that reflect various levels of depth of knowledge.
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Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project-based learning will be utilized in classrooms to represent upper levels of depth of knowledge.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will engage students in project-based learning.

Activity - ACT Exemplars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT Exemplars at the 2nd and 3rd Level will be used on all core classes.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All core teachers will use ACT Exemplars at Level 2 and 3.

Strategy 3:

Differentiation - Teachers will provide differentiated instructions and plan purposeful lessons which are differentiated and plan purposeful lessons which are differentiated by content, process, or product. These lessons will be planned thoughtfully around the needs of all students, especially those students in subgroups.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Formative Assessments used for Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessment activities will be used on a daily basis in order to determine differentiation needs.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will use formative assessments daily to determine differentiation needs.

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Intentional, purposeful, and flexible grouping will be utilized on a regular basis based on shared interests, topic, or ability level.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will involve students in flexible grouping.
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Activity - Product Options	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given product options for assignments.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will give students some options for demonstrating their learning.

Strategy 4:

Learning Targets - All teachers will work at implementing learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets will be visible in all classrooms so that students are aware of what is expected of them. The term "learning targets" will become a common and familiar term with teachers and students.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will be responsible for learning targets.

Activity - Connected Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets are connected to an exit slip or end of class activity.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will be responsible for providing learning targets connected to end of class activities.

Activity - Student-Friendly Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Learning targets are written in student-friendly language.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will use student-friendly in developing their learning targets.
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Goal 3: 2017-2018 Goal #3 : 70% of 12th grade students will earn a CCR benchmark upon graduation.

Measurable Objective 1:

75% of Twelfth grade students will achieve college and career readiness according to College and Career Readiness Indicators in Career & Technical by 05/25/2018 as measured by Alabama State Department CCR Dashboard.

Strategy 1:

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Daily Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative assessments daily such as bell ringers, exit slips, digital tools, quizzes, etc.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will use a variety of daily formative assessments.

Strategy 2:

Depth of Knowledge - Levels II, III, and IV of Webb's Depth of Knowledge will be represented in lessons and lesson plans on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project based learning will be utilized in classrooms to represent upper levels of depth of knowledge.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will engage students in project based learning.

Strategy 3:

Differentiation - Teacher will provide differentiated instruction and plan purposeful lessons which are differentiated and plan purposeful lessons which are differentiated by content, process, and/or product. These lessons will be planned thoughtfully around the needs of all students, especially those students in subgroups.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional, purposeful, and flexible grouping will be utilized on a regular basis based on shared interests, topic, or ability level.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will engage students in flexible grouping.

Strategy 4:

Learning Targets - All teachers will work to implement learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Connected Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets will be connected to exit slip or end of class activities.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will utilize learning targets that are connected to exit slips or end of class activities.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Exemplars	ACT Exemplars at the 2nd and 3rd Level will be used on all core classes.	Direct Instruction	09/27/2017	05/18/2018	\$0	All core teachers will use ACT Exemplars at Level 2 and 3.
Project Based Learning	Project-based learning will be utilized in classrooms to represent upper levels of depth of knowledge.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will engage students in project-based learning.
Connected Learning Targets	Learning Targets are connected to an exit slip or end of class activity.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers are responsible for learning targets.
Student-Friendly Learning Targets	Learning Targets are written in student-friendly language.	Direct Instruction	09/27/2017	05/25/2018	\$0	All teachers are responsible for writing learning targets in a student-friendly manner.
Daily Formative Assessments	Teachers will use a variety of formative assessments daily such as bell ringers, exit slips, digital tools, quizzes, etc.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will use a variety of daily formative assessments.
Visible Learning Targets	Learning targets will be visible in all classrooms so that students are aware of what is expected of them. The term "learning targets" will become a common and familiar term with teachers and students.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will be responsible for learning targets.

ACIP

Foley High School

Connected Learning Targets	Learning targets are connected to an exit slip or end of class activity.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will be responsible for providing learning targets connected to end of class activities.
Various Levels of Depth of Knowledge	Learning targets will reflect the various levels of depth of knowledge.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers are responsible for developing learning targets that reflect various levels of depth of knowledge.
Product Options	Students will be given product options for assignments.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will give students some options for demonstrating their learning.
Project Based Learning	Project-based learning will be utilized in classrooms to represent upper levels of depth of knowledge.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will involved students in project-based learning.
Visible Learning Targets	Learning targets will be visible in all classrooms so that students are aware of what is expected of them. The term "learning targets" will become a common and familiar term with teachers and students.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers are responsible for learning targets.
Daily Formative Assessments	Teachers will use a variety of formative assessments daily (bell ringers, exit slips, digital tools, quizzes, etc.).	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will be responsible for using formative assessments daily.
Formative Assessments used for Differentiation	Formative assessment activities will be used on a daily basis in order to determine differentiation needs of the students.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will use formative assessments for differentiation purposes.

ACIP

Foley High School

Daily Formative Assessments	Teacher will use a variety of formative assessments (bell ringers, quizzes, digital tools, exit slips, etc.) on a daily basis.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will be responsible for using a variety of formative assessments.
Formative Assessments used for Differentiation	Formative assessment activities will be used on a daily basis in order to determine differentiation needs.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will use formative assessments daily to determine differentiation needs.
ACT Exemplars	ACT Exemplars at level 2 and 3 will be used in all core classes.	Direct Instruction	09/27/2017	05/18/2018	\$0	All core teachers will use Level 2 and 3 ACT Exemplars in their classes.
Formative Assessments Aligned to Learning Targets	Formative assessments will reflect the classroom's learning targets.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will align formative assessments with learning targets.
Product Options	Students will be given product options for assignments.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will offer students product options to demonstrate learning.
Flexible Grouping	Intentional, purposeful, and flexible grouping will be utilized on a regular basis based on shared interests, topic, or ability level.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will engage students in flexible grouping.
Connected Learning Targets	Learning targets will be connected to exit slip or end of class activities.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will utilize learning targets that are connected to exit slips or end of class activities.

ACIP

Foley High School

Flexible Grouping	Intentional, purposeful, and flexible grouping will be utilized on a regular basis based on shared interests, topic, or ability level.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will involve students in flexible grouping.
Flexible Grouping	Intentionally purposeful flexible grouping will be utilized on a regular basis based on shared interests, topic, or ability.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will use purposeful flexible grouping in their classrooms.
Student-Friendly Learning Targets	Learning targets are written in student-friendly language.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will use student-friendly in developing their learning targets.
Formative Assessments Aligned to Learning Targets	Formative assessments will reflect the classroom's learning targets.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will be responsible for making sure formative assessments align with the classroom's learning targets.
Project Based Learning	Project based learning will be utilized in classrooms to represent upper levels of depth of knowledge.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will engage students in project based learning.
Interim Assessment Results	Students will use interim assessment results to set goals for growth and routinely check their progress.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will be responsible for teaching students about how to use interim assessment results.

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Foley High School

Various Levels of Depth of Knowledge	Learning targets will reflect the various levels of depth of knowledge.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will choose learning targets that reflect various levels of depth of knowledge.
Interim Assessment Results	Students will use interim assessment results to set goals for growth and routinely check their own progress.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will help students develop interim assessments to set goals for their own growth and check their own progress.
Total					\$0	

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	104.45

Provide the number of classroom teachers.

104.45

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	5004174.0

Total

5,004,174.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	5.0

Provide the number of administrators.

5

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	95470.0

Total

95,470.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	2.5

Provide the number of Assistant Principals.

2.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	193963.0

Total

193,963.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	3.0

Provide the number of Counselors.

3.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	180532.0

Total

180,532.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	2.0

Provide the number of Librarians.

2.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	113340.0

Total

113,340.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	24102.0

Total

24,102.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	8837.0

Total

8,837.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	150245.0

Total

150,245.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3469.0

Total

3,469.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

services provided - funds not allocated directly to schools

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	1241695.0

Provide a brief explanation and breakdown of expenses.

n/a